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"INTRODUCTORY SOCIOLOGIES AS TEACHING INSTRUMENTS"

The Sixth Report from the Textbook-Comparison Project, March, 1960

By Hornell Hart*
Florida Southern College IV-23

SOME OUTSTANDING CONCLUSIONS

In subsequent sections of this report data will be presented from which the following conclusions emerge:

1. Little except memory work is called for in the "Study Questions" and the "Questions for Review" in the textbooks by Green, Cuber, or Young-Mack.

2. Lenn's Workbook to accompany Cuber's text adds little beyond memorization material. Matson's Workbook for use with Green does go considerably beyond the parrotting of memorized phrases.

3. The text whose "Exercises" go farthest toward training students to use sociological concepts and principles, and to explore and verify them by collecting actual data, is that by Lundberg, Schrag and Larsen.

4. Texts by Mercer, and by Ogburn and Nimkoff, are intermediate. In Mercer's Instructor's Manual, the "Student Projects" offer more encouragement to go beyond rote memory and offhand student comment that his text itself provides. The manuals to accompany Ogburn and Nimkoff are on the memorization level.

5. Texts by Broom and Selznick, and by Bierstedt offer no questions, exercises, or suggested assignments at the ends of chapters.

6. The Miles and O'Brien Field Manual goes farther than any other book considered in this report toward encouraging the development of sociology as a laboratory and field science, in which students are trained not only to use sociological concepts and principles, but also to test these in terms of data gathered by the student. The Burma and DePoister Workbook specializes in essay-type research assignments, and in asking students to react critically to quotations and examples.

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*In the preparatory research which opened the way for the analyses contained in this report, notable help was received from members of my class in Introductory Sociology at Centre College, each of whom made an analysis of teaching aids in three or four of the leading textbooks and workbooks. The names of the students who aided in this work, listed in descending order of the grades which they earned in the course, are as follows: Sloan Lister, Patsy Prewitt, Robert Kent Curtis, Marion Aiken, James Claypool, Mary Ann Veirs, Fred Thomas Barner III, Louis Freedman, Barbara Lee Koehler, Gretchen Dieffenbach, Marilyn Browning, William Earl Kew, and Edward Roland Udlock. The contribution of these students consisted in the help which they gave in the initial identification and clarification of major variables in the problem. All of the actual analyses of data, as presented in this report, have been done by Hornell Hart, personally.

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EXERCISES AND QUESTIONS TO TRAIN STUDENTS

The first main section of this report will be concerned with the questions and exercises at the ends of chapters in the textbooks, and with exercises in the workbooks and manuals other than objective quizzes and memory-review materials.

What do sociology teachers want here? During the last week in January, 1960, a return postcard was sent out to each of 525 teachers of sociology in Protestant institutions, each having 50 or more students registered in introductory sociology. The cards listed 19 types of teaching aids. Each correspondent was invited to place the mark " ++" before each type of aid which he found outstandingly helpful, " +" before each which he regarded as moderately helpful, "-" before those found to be not very useful, and "--" before those regarded as positively objectionable.

The following tabulation summarizes the returns from 396 sociologists with regard to preferences as to exercises and questions to train students. A score of 100 would indicate that every return marked that particular item with a " ++"; a rating of -100 would indicate that every respondent rated that item as "--".

	Score
Discussion points requiring thought. . . .	60
Applying sociology to student life	38
Simple sociological experiments.	35
Suggested field studies.	18
Rote-memory review questions	-48

The above returns give evidence that sociology teachers positively and strongly value discussion points requiring thought, and have a marked negative reaction (on the average) to mere rote-memory questions. They are definitely in favor of exercises which apply sociology to student life, and of simple sociological experiments, and they tend to favor field studies. In response to these aspirations, what do the texts, workbooks and manuals provide?

Textbook writers apparently adhere to different theories of teaching sociology. Analysis of the "Study Questions," "Exercises," and other study aids at the ends of chapters in the eight most widely used introductory sociologies, suggests that the three following theories are being applied:

1. The first is reminiscent of the classical Chinese conception of education as consisting in memorizing the teachings of the Masters.

2. The second attitude toward sociological education assumes that students need to acquire sociological concepts and principles as tools, and that they need to be given practice in applying these intellectual instruments.

3. The third conception is that sociology (like physics, chemistry, biology, and in its more recent scientific developments, psychology) can teach even its beginning students to test sociological principles for themselves, by gathering (on a small scale) pertinent data, and by performing simple experiments.

The degrees to which the eight introductory sociologies which were being most widely used in the fall of 1959 apply these three theories can be seen by examining Chart 1.

Chart 1. DISTRIBUTION OF VARIOUS TYPES OF "EXERCISES," "STUDY QUESTIONS," ETC. AMONG EIGHT OUTSTANDING INTRODUCTORY SOCIOLOGIES

(Each capital letter in the body of this chart represents approximately one percent of the 718 questions of all types classified.)

Texts (in descending order of classroom circulations)	Types of Questions: Memory (Answerable by quoting the chapter)	Comment (Call for student comments or criticisms)	Data (Call for library or field data)	Average (Mean of the three types)
(1)	(2)	(3)	(4)	(5)
Broom & Selznick				
Ogburn & Nimkoff	MMMMMMM	CCCCC	DDDDD	AAAAAA
Young-Mack	MMMMMMMMMMMM	CC		AAAAA
Lundberg, Schrag, Larsen	MM	CCCCCCCCCCCC	DDDDDD	AAAAAAA
Cuber	MMMMMMMMMMMMM	CC		AAAAA
Green	MMMMMMMMM			AAA
Bierstedt				
Mercer	MMMMMMMMMMMMM	CCCCCCC		AAAAAAA
Average of eight texts	MMMMMMM	CCCC	D	AAAA

The extent to which the various textbooks adhere to the memorization theory is reflected by the number of M's opposite the names of the authors of the respective textbooks. Each of these capital letters represents approximately one percent of the 718 questions of all types which have been classified in this study. It will be noted that, taking the textbooks as a whole, the memorization theory appears to be markedly predominant.

Here is the method of sampling which was used in the above analysis. For each of the eight textbooks analyzed above, six chapters were selected, scattered through the book. The same arbitrary rules for selecting chapter numbers were employed in each case. All of the "study questions," "exercises," "questions for review," "topics for reports," and so forth were analyzed.

A good many of the questions and exercises are compound. When an exercise includes several different questions, each of these was classified separately, and was counted as a separate unit.

Every effort was made to be impartial and objective in this analysis. However, as in the case of any pioneering study, the results reported here must be regarded as tentative and suggestive rather than conclusive. It is desirable that other investigators follow up this report with studies of their own, so that a broader basis may be established for reaching useful conclusions.

The over-all distribution of types of study aids. Table 1 combines the results from all eight textbooks, showing the percentage distribution of the 718 questions classified.

Table 1. TYPES OF "EXERCISES," "STUDY QUESTIONS," ETC.
FOUND AT THE ENDS OF CHAPTERS IN EIGHT LEADING INTRODUCTORY SOCIOLOGIES

Total number of questions classified		718
Percentage frequencies of questions of the following types:		
Questions which might be answered by quoting the chapter summary	6.8	
Other questions which might be answered by quoting the chapter	53.6	
Total of rote-memory questions		60.4
Calling on students to interpret illustrations, charts, tables, maps, or quotations	6.3	
Asking students to report on, and to interpret sociologically, aspects of campus life	2.1	
Asking them to report on and interpret other of their personal experiences	5.3	
Asking comments on current events or social problems	1.8	
Asking them to add new illustrations or ideas pertinent to the chapter	.6	
Calling for other types of student comments or opinions	12.9	
Total of questions calling for student comments or criticisms		29.0
Report topics calling for library research	5.4	
Experiments for students to perform	1.8	
Suggestions that students collect and interpret other types of data	3.4	
Total of data-collecting exercises		10.6
Grand total		100.0

Among the facts which are set forth in Table 1, the following seem worthy of special note: More than 60 percent of all of the questions are of the rote-memory type. Of these, more than one-tenth are questions which an intelligent student should be able to answer merely by reading the author's summary of the chapter without examinining the chapter itself. Less than 30 percent of the questions and exercises are of types which call upon the student to make use of sociological concepts by applying them to data readily available without further research.

The subject matter on which comments and criticisms are invited by the text-book questions deserves consideration. From the postcard returns, as tabulated on page 2, it is evident that the teachers who use the texts are strongly in favor of thought-provoking questions which apply sociology to student life. A fundamental and fairly obvious fact about sociology is that students are immersed in its phenomena. Their daily lives consist very largely of social behavior. They are constantly being subjected to social behavior on the part of their associates. They are members of various social organizations and groups. They are continuously being subjected to various forms of social control, and they themselves are chronically attempting to apply various methods of social control. These facts would seem to afford a rich source of data to which students might be stimulated to apply the tools of sociological analysis and interpretation. Yet only 1 out of 14 of the "comment" type of questions (1.2 percent of the grand total) calls the attention of students to the relations between sociology and their campus living.

Most sociology textbook writers intimate that, as future citizens, students should be concerned with regard to current political, economic, inter-racial, and other types of social problems. Yet less than 1 out of 16 of the "comment" questions call the attention of students to the bearings of sociology upon such problems.

Of the data-collecting questions, more than half consist in library-research topics, almost all of these being found in the Ogburn and Nimkoff text. The Lundberg, Schrag, and Larsen text stands practically alone in its challenges to students to gather and interpret data from sources other than books and magazines, and to carry out actually a few of the innumerable simple sociological experiments which are available.

HOW THE TEXTBOOKS VARY

A general idea of the comparative stress laid on each of the three theories of sociological teaching in the eight leading textbooks can be obtained from Chart 1. However, some of the texts have handbooks or workbooks written specifically to supplement them. Moreover, some of the details about the exercises at the ends of the chapters are worth noting. Hence, a more specific analysis of the texts and their supplements is given in the following paragraphs, starting with the books which depend most heavily on rote-memory questions.

The Cuber text. Taking into account both the several textbooks and the workbooks available for use with them, the Cuber and the Young-Mack texts represent the most pronounced emphasis on the rote-memory type of teaching, to the exclusion of the laboratory-field-work approach, and with a minimization of practice in the use of sociological concepts and principles. Cuber's text has five times as many of the rote-memory type of questions as of any other kind, and none of the data type.

Lenn's Workbook and Readings in Sociology to Accompany John F. Cuber's Sociology, Fourth Edition, parallels the text. For each chapter, this workbook gives a self-test Study Guide consisting of multiple-choice, matching, true-false, and completion questions. For each chapter, also, two "Workbook Readings," are given. A Preface suggests that the student "should learn the issues as well as the agreements in studying these readings," but this broad introductory suggestion is not implemented by specific and local instructions sufficiently to produce much effect. This Workbook is cross-referenced to 19 textbooks, published between 1955 and 1959.

The Young-Mack text. This book, published in 1959, could not (of course) be covered by either of the two general workbooks, which came out, respectively, in 1955 and 1956.* No special workbook is available for Young-Mack. As appears in Chart 1, the rote-memory type of question is nearly seven times as frequent in this text's "Questions and Exercises" as are other types. Young-Mack does have the unique feature of listing at the end of each chapter "Terms to Be Understood," and it has a glossary of 140 sociological terms, but it offers no specific exercises in the discrimination or application of these terms.

The Green text and the Matson Workbook. All of the questions sampled from Green's text are of the rote-memory type. However, Matson's Workbook for Use with Green's Sociology does use the other teaching methods. Instead of offering the usual essay-type summary of the chapters of the text, it gives an analytical

*This text is one of the 19 cross-referenced in Lenn, but that Workbook is so closely tied in with Cuber that its usefulness with other texts is doubtful.

"review outline" of each chapter, putting in the main headings, but leaving a considerable proportion of the item blank, for the student to fill in. This technique goes beyond the mere parrotting of memorized phrases, since the student is called upon to do at least a little thinking about the logical relationships between the various points in the chapters. Another way of describing this method is to say that it combines the outlining of the chapter with a completion-type of self-test.

Aside from its completion-type "Review Outlines," the outstanding characteristic of the Matson Workbook is its use of readings, with respect to which students are invited to give critical reactions. Excluding the Review Outlines, about two-thirds of all of the exercises in the Workbook are of this type.

For each chapter, also, this workbook provides a set of "Problems and Readings," and a pertinent quotation on which the student is invited to comment in the light of a few pertinent questions. Both the "Problems and Readings" and "Commentary" sections go beyond rote memory and call upon the student to make use of the sociological concepts and principles which he has been acquiring through his study of the chapter. Occasionally, in those exercises, students are invited to pick up data informally from their general reading. They are also presented with opportunities to apply their sociological concepts and principles to their own experiences, including a liberal series of references to the sociology of campus life. Matson's Workbook contains also a brief glossary of 54 sociological terms. On the other hand the Matson Workbook has practically nothing in the way of sociological experiments, use of questionnaires, or use of statistical analyses.

The Ogburn and Nimkoff text and manuals. In Chart 1 of this report the Ogburn and Nimkoff text is shown to have slightly less than the average number of rote-memory questions at the ends of its chapters, slightly more than the average number of "Comment" questions, and decidedly more of the "Data" type. The latter are contained in "Topics for Reports," almost all of which call merely for library research: only 2 out of 36 such questions suggest that the student collect data for himself.

In addition to the text, consideration should be given to the Neprash and Hanson Instructor's Manual, and also to the Hanson Student's Manual, both of which have been prepared for use with the 1958 (third) edition of the text. Neither of these two aids, however, go much beyond mere supplementation of the rote-memory technique.*

The Instructor's Manual contains merely 300 multiple-choice questions, provided as an aid to instructors in making up objective examinations on the seven groups of chapters in the text.

The Student's Manual gives chapter summaries in essay form, plus a series of "self-check" rote-memory questions of the true-false, completion, and multiple-choice types. A list of "important terms and names" is given for each chapter, presumably for the student to look up in the index if he does not immediately recall their significance. A list of "study-guide questions" is given for each chapter. Most of these are of the rote-memory type which can be answered by simply locating and memorizing the appropriate passage in the chapter. However, an occasional question does call upon the student to put sociological concepts to work in the analysis of his own experiences at home or on the campus.

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*For Dr. Hanson's reactions to this report, see page 12.

Mercer's text and manual. From Chart 1 it will be seen that Mercer's text has the maximum number of rote-memory questions at the ends of its chapters. It also has more than the average number of questions calling for student comments. But it has none of the "Data" type of question.

His Instructor's Manual, however, does offer a series of "Students' Projects" for each chapter, calling for library research, collection of simple data by interviewing or the like, and planning of research. These Projects offer encouragement to go considerably beyond the mere rote memory and offhand comments for which the chapter questions call.

The Lundberg, Schrag and Larsen text. That the Lundberg text is outstandingly the one most strongly committed to going beyond mere rote-memory questions is evident from Chart 1. More than half of all the questions sampled in this text are of the "Comment" type. This text has more of the "Data" type than any other of the eight. Moreover, while the Ogburn and Nimkoff "Data" topics are almost all assignments for essay-type library research, only 5 out of the Lundberg's 39 "Data" questions are directed toward library research, while 13 questions call for simple types of actual sociological experimentation.

When analyzed in accordance with the categories listed on page 8, the exercises at the ends of the chapters in Lundberg, Schrag, and Larsen stand out in several respects from exercises provided by other textbooks and workbooks. First, the Lundberg text places more emphasis upon experimentation, and particularly upon statistical analyses, than do the other books. It ties sociology in with student life to a much greater extent than do any of the other texts or workbooks: approximately one-fourth of all of the exercises in Lundberg involve campus activities or reactions of fellow students. The Lundberg exercises also stand out for their specific questions aimed to stimulate thoughtful reactions on the part of students with respect to statistical tables, charts, and examples in the text. In each chapter, also, the exercises include a list of sociological terms which the students are asked to define and to illustrate.

STUDENT PROJECTS IN THE TWO GENERAL WORKBOOKS

Two of the available workbooks were keyed (at the dates of their publication) to various then-current introductory sociologies. These two are Burma and DePoister's Workbook in Introductory Sociology, and Miles and O'Brien's Field Manual for the Student in Elementary Sociology.

General structure of the two books. The Miles and O'Brien Manual is divided into 15 chapters. It is keyed to 10 "basic textbooks" published between 1949 and 1956.

The Burma and DePoister Workbook has 22 chapters. It is keyed to 7 textbooks which were published between 1949 and 1955, and also to 8 books of readings published between 1949 and 1953.

A cross-classification of the "Comment" and "Data" types of exercises. The Burma and DePoister Handbook devotes a good deal of space, in each chapter, to "Self-Test Questions" of the objective and brief-answer types, which are classifiable in the "Memory" column of Chart 1. The Miles and O'Brien Manual omits rote-memory tests, and concentrates on exercises which can practically all be classified in columns 3 and 4 of Chart 1. Granting this difference, it still remains to analyze comparatively the types of exercises in the two books which may properly be classified in columns 3 and 4 of Chart 1 in this report. In order to

do this, a cross-classification of the exercises of these types in the two books has been worked out in terms of, first, the sources of data to which the students' attention is directed, and second, the types of reactions to these data which the exercises suggest that the students give. These two sets of factors have been designated by capital letters, whose meanings may be defined as follows:

Sources of Data

B Books, periodicals or newspapers, consulted in a library or elsewhere
C Campus or college experiences
D Examples provided in the assignment, such as readings, quotations, tables, charts, concepts, or imaginary situations (excluding L or C data)
F Field studies--data collected by visiting specified areas
I Interview data, secured from specified types of persons
L Life experiences of students not covered by other letters
Q Data collected by means of questionnaires
T Textbook phrases or passages
X Data secured by applying or responding to stimuli varied systematically with a view to determining effects of the variations

Reactions Called for On the Part of Students

E Essay: a written report longer and more complex than brief answers to questions, and not covered by other letters
M Recording of measurements or of verifiable identifications, or classifications of items, including comparisons, but excluding S and X reactions
P Rote memory
R Critical reactions of the brief-answer type, including "give examples" but excluding M, S, and X
S Statistical analysis
X Recording and analyzing results produced by X stimuli or procedures

Using the above categories, cross-classifications were made of 599 questions or assignment items in Miles and O'Brien, and of 588 in Burma and DePoister. The following comparisons are made in terms of the respective percentage distributions of these items.

Where Miles and O'Brien excel. The title of their book--Field Manual ..., in contrast with the title Workbook ..., is found to be significant. In descending order of contrast, the categories in which Miles and O'Brien have larger percentages than Burma and DePoister are the following:

Category				
Data	Reactions	M & O	B & D	(M & O)-(B & D)
	M	46.6	8.2	38.4
F		24.2	2.9	21.3
L		25.6	11.6	14.0
X		8.5	.0	8.5
	S	9.8	2.0	7.8
	X	4.0	.0	4.0
C		10.7	6.8	3.9

As to the kinds of data presented to students, approximately one-third of the Miles and O'Brien assignments involve field trips or experiments, of which the Burma and Depoister assignments have less than three percent--a more than ten-to-one superiority of the former. Miles and O'Brien also excel markedly in their use of campus and other life experiences of the students.

As to methods of reaction suggested to the students, Miles and O'Brien excel markedly in the more scientific types--measurements, verifiable identifications, objective comparisons, statistical analyses, and analyses of experimental results. This Manual has nearly 60 percent of such assignments, as compared with approximately 10 percent in Burma and DePoister.

Where Burma and DePoister specialize. In descending order of contrast, the categories in which the Workbook has larger percentages than the Manual are the following:

Category				
Data	Reactions	B & D	M & O	(B & D)-(M & O)
	E	30.3	.5	29.8
T		29.1	5.7	23.4
	R	54.0	39.1	14.9
D		27.7	15.9	11.8
B		16.0	8.7	7.3
	P	5.4	.1	5.3
I		5.6	.7	4.9

The two most striking respects in which the Burma and DePoister Workbook uses categories in marked excess of the use in the Miles and O'Brien Manual are in the frequency of assigning essay-type questions, and in asking questions which presumably might be answered by quoting passages from the typical introductory textbook. The next largest difference is with respect to calling for critical reactions of the brief-answer type--which account for 54 percent of the Workbook assignments. But the Manual also uses this type of question in 39 percent of its assignments, and the deficiency is much more than made up by the Manual's superiority in calling for the M, S and X types of reaction.

How can Miles and O'Brien be adapted to current texts? From the standpoint of application to the textbooks dealt with in the present report, the Miles and O'Brien Field Manual has the drawback that it was published too early to be geared in with any of the current editions of the eight texts listed on page 13. This difficulty might be overcome in either of three ways: (1) A teacher of introductory sociology might, with little difficulty, work out his own correlation chart for his particular textbook, simply sorting out the problems listed in the Table of Contents of Miles and O'Brien, and assigning them to the particular chapters of the text which he is using. (2) The publishers might issue a new edition of the manual with a new correlation chart, showing how the exercises are related to the chapters in what are now the current introductory sociologies. This would actually require changing only half-a-dozen or so pages at the beginning of the manual. (3) A greater initial cost, but quite probably also a greater ultimate advantage, would be involved in revising the Field Manual throughout, embodying in the new edition the many new and valuable ideas which have been developed elsewhere.

TYPES OF QUIZ QUESTIONS IN WORKBOOKS AND MANUALS

Mere memory is insufficient, but it is indispensable. The goals of (1) training the student in the effective use of sociological concepts and principles as tools, and (2) developing sociology as a laboratory science in which students learn by performing experiments, both may be regarded by modern educators as more useful and more effective than the classical Chinese ideal of rote memorization. However, it should be obvious that no student can become proficient in the use of sociological concepts and principles unless he first becomes familiar with them.

To check such familiarity requires the use of some sort of test in which the rightness, wrongness, and adequacy of the answer can be determined within reasonably narrow margins of error. The various types of objective tests perform this function with varying degrees of efficiency--the true-false test probably being lowest in the scale because of the large errors introduced by sheer guessing. The "brief-answer" type of test has the advantage of being less mechanical, and of calling upon the student to do some active cerebration beyond the mere selection and checking of terms printed in the test. However, brief-answer tests take more time to grade, and the grades are more open to subjective influences.

What sociology teachers say about quiz questions. In the light of the above analysis, it is of interest to note the returns of the January, 1960 postcard poll on this subject. Scoring the returns in the same way as in connection with chapter questions and exercises, the following are the results:

Multiple-choice quiz questions	21
Chapter quiz questions in instructor manuals .	5
Matching quiz questions.	1
Completion quiz questions.	-1
True-false quiz questions.	-9
Chapter quiz questions in student manuals. .	-12

The close clustering of the above scores in the range from +21 down to -12 (out of a possible range from +100 to -100) reflects marked differences of opinion about quizzes, among sociologists teaching introductory sociology. However, it seems fairly clear that multiple-choice questions are rated as more useful than the true-false type, while matching and completion types of questions are in intermediate positions. It also seems clear that offering students quiz questions in manuals or workbooks tends to be somewhat deprecated, on the average, while the pro's and anti's almost balance each other with respect to making such questions available to instructors in special manuals.

What kinds of quiz questions do workbooks and manuals provide? The facts on this question are summarized in Table 2.

When the actual frequencies of the various types of objective tests in the manuals and workbooks is compared with the preferences reflected in the postcard poll, a striking fact emerges; The true-false type, which is the one most rejected by the majority of the sociologists who replied, is the one which not only is most frequent but which constitutes nearly half of the texts provided. The type most favored by sociologists--multiple-choice--constitutes less than one-fifth of the tests in the books, although Neprash and Hanson's Instructor's Manual for use with Ogburn and Nimkoff concentrates exclusively on this type.

The completion type of review outline. Two of the handbooks--Matson's Workbook for use with Green, and Lenn's for use with Cuber, employ a device which appears to have definite educational advantages. This may be referred to as "a completion type of review outline." In Matson's book it takes the form of a detailed outline of each chapter, with spaces in which the essence of each sub-point can be jotted down. In Lenn's book the outlining is less detailed, but the methods of self-testing are more varied, including the types tabulated in Line 5 of Table 2.

These devices go beyond mere rote memory (if that is interpreted as meaning the unthinking parrotting of words and phrases from the text). These self-test devices call upon the student to show his awareness of at least some of the logical interrelationships between the basic concepts and principles of the text in question. Much the same thing is true of the other objective self-test questions,

Table 2. TYPES OF OBJECTIVE TESTS USED IN VARIOUS HANDBOOKS AND MANUALS

Author	To be Used With	Types of Objective Tests: Multiple Choice	Matching	Completion	True-False	All Types
Instructor's Manuals						
1. Neprash & Hanson	Ogburn & Nimkoff	300	...	...	...	300
2. Mercer	Mercer	...	...	297	454	751
Instructor total		300	...	297	454	1051
Student's Workbooks & Manuals						
3. Hanson	Ogburn & Nimkoff	100	40	55	431	626
4. Matson	Green	35	50	135	167	387
5. Lenn	Cuber	202*	211	435	351	1199
6. Burma & DePoister	7 texts	117	9	104	383	613
7. Miles & O'Brien	10 texts	...	...	...	...	...
Student total		454	310	729	1332	2825
Grand Total		754	310	1026	1786	3876
Percentage distribution		19.5	8.0	26.4	46.1	100.0

*Only three choices are offered in each of Lenn's "multiple-choice" questions.

even when these are not unmistakably arranged in accordance with the outlines of the chapters.

On the other hand, these objective tests only rarely, if at all, call upon students to apply to their daily lives and to the social problems of their communities and their world the sociological concepts and principles which they have learned from the text. They fail signally to give students any practice in testing and verifying sociological principles in terms of data collected by the student.

THE USE OF AUXILIARY READINGS

One group of questions on the postcard poll invited evaluations of various ways in which textbooks are related to "Readings." The preliminary returns are as follows:

	Score
Books of supplementary readings	40
Annotated references to readings.	37
Readings incorporated in textbook	32

The striking thing about these returns is not the minor differences between them, but rather the high rating which each of these three items received. Of all the 19 items covered in the poll, only one received higher ratings. This is "Discussion questions requiring thought," with a score of 60.

Among the eight textbooks, the one which gives most immediate emphasis to readings is Broom and Selznick's Sociology: A Text with Adapted Readings. The 15 chapters of this text have a total of 48 "adaptations," making an average of more than three per chapter. These readings, in general, present data illustrative of sociological points in the chapters in which they appear.

This is in contrast with the 86 "Workbook Readings" incorporated in Lenn's Workbook to accompany Cuber. These are practically all mere expositions of sociological theorizations or generalizations, with little or no specific supporting data.

All of the eight leading texts use readings to a greater or less extent, in the sense that they quote more or less frequently from pieces of sociological research, or from formulations by other writers. No detailed analysis has yet been made of the individual practices in this respect.

DR. HANSON COMMENTS AS FOLLOWS:

With respect to a preliminary draft of this report, of which copies were sent to the authors and editors involved, Dr. Robert C. Hanson, author of the manuals designed to be used with the Ogburn and Nimkoff text, wrote a letter of which an abstract is as follows:

> "Your statements about the Hanson Student Manual and the Neprash-Hanson Instructor's Manual seem factual and fair to me....
>
> "I feel /however/ that there is a recognizable difference in the purpose of manuals accompanying a particular text that are text-mastery manuals (such as mine) versus those which are teaching-aid manuals such as the Miles-O'Brien Field Manual. The purpose of the former is to help the student focus on the things the text has to say. It is left to the instructor in the classroom to teach the course--to assign problems that test the ability of the student to generalize, apply concepts, handle data, etc.
>
> "On the other hand, manuals such as the Field Manual are substitutes for instruction in the course, without specific reference to a particular text. They attempt to do just what I would assume a teacher should do, assuming that his students have mastered a particular text....
>
> "Practical difficulties with the Field Manual type of aid (I agree that its aim is laudable) include the following. Introductory sociology is taught in such a variety of institutions and to such different types of students and in such different teaching contexts that much of the content of such manuals will not be appropriate for many teachers. In general, I would argue that the use of such a manual would require that the classes be very small, that instructors have a great deal of time for grading papers and reports, and that the campus be located in a metropolitan area. Even then, students would have to be fairly sophisticated to really learn the application of sociological theory and concepts from many of the exercises in a manual like the Field Manual. Without a great deal of personal supervision, I doubt that 'average' students would absorb much from engaging in the many activities suggested in these manuals. 'Field trips' and 'experiments' may often be socializing experiences rather than learning experiences. It may also be a disservice to real sociological investigation to give beginning students the impression that they can and are in fact conducting methodologically adequate inquiries into sociological phenomena."

Introductory Sociologies Analyzed in this Report

1. Bierstedt, Robert, The Social Order: An Introduction to Sociology, (New York, McGraw-Hill, 1957).

2. Broom, Leonard, and Philip Selznick, Sociology: A Text with Adapted Readings (Second Edition, Evanston, Ill., Row, Peterson & Co., 1958).

3. Cuber, John F., Sociology: A Synopsis of Principles (Fourth Edition, New York, Appleton-Century-Crofts, 1959).

4. Green, Arnold W., Sociology--An Analysis of Life in Modern Society (Second Edition, New York, McGraw-Hill, 1956).

5. Lundberg, George A.; Clarence C. Schrag, and Otto N. Larsen, Sociology (Revised Edition, New York, Harper & Bros., 1958).

6. Mercer, Blaine E., An Introduction to the Study of Society (New York, Harcourt, Brace & Co., 1958).

7. Ogburn, William F., and Meyer P. Nimkoff, Sociology (Third Edition, Boston, Houghton Mifflin, 1958).

8. Young, Kimball, and Raymond W. Mack, Sociology and Social Life, (New York, American Book Co., 1959).

Workbooks and Manuals

1. Burma, John H., and W. Marshon DePoister, Workbook in Introductory Sociology (Englewood Cliffs, N. J., Prentice-Hall, Inc., 1955).

2. Hanson, Robert C., Student's Manual to Accompany Ogburn and Nimkoff (Boston, Houghton Mifflin Co., 3rd ed., 1958).

3. Lenn, Theodore I., Workbook and Readings in Sociology to Accompany John F. Cuber's SOCIOLOGY, 4th Edition (New York, Appleton-Century-Crofts, 1959).

4. Matson, Margaret Benson, Workbook for Use with SOCIOLOGY, 2nd Edition by Arnold W. Green (New York, McGraw-Hill Book Co., 1958).

5. Mercer, Blaine E., The Study of Society: Instructor's Manual (New York, Harcourt, Brace & Co., 1958).

6. Miles, Frank F., and Robert W., O'Brien, Field Manual for the Student in Elementary Sociology (New York 19, The Dryden Press, 1956).

7. Neprash, Jerry A., and Robert C. Hanson, Instructor's Manual to Accompany Ogburn and Nimkoff Sociology, 3rd Edition (Boston, Houghton Mifflin Co., 1958).